

Training services agency 'does not pay realistic fee to colleges'

by Philip Vinning

The Training Services Agency, who had not suffered badly from the public spending cuts, were meeting their obligations on the back of an over-stretched further education service, said Dr Keith Hampson, M.P. secretary of the Conservative Parliamentary education committee last week.

At a meeting with Mr Gerry Fowler, the Minister for Higher Education, Dr Hampson said the TSA were not being charged a realistic cost for the use of their facilities for further education colleges. They only paid the extra cost in the colleges of taking on more students. This did not take into account the increasing amount of time that college staff were having to devote to devising TSA programmes. The TSA had a Civil Service

mentality and did not understand education or the needs of 16 to 19-year-olds. They regarded courses in the most narrow sense, reluctant to approve those with any educational element. Disproportionate sums of money had been put into courses which were too short and lacked educational content.

It was also difficult for colleges to staff these courses properly because the TSA could never guarantee that they would continue.

Dr Hampson also drew attention to the anomaly by which students could receive generous payments for taking TSA courses, but could not be sure of grants if they did full-time educational courses in the same colleges.

The Departments of Education and Employment should devise guidelines for the relationship

between local TSA staff and college principals. TSA officials were at present unwilling to respond to the ideas and initiatives of the principals. They were allowed too little flexibility, and there was now a limit on who the TSA evaluated work already done.

The two departments should also look into the relationship between the TSA and trade unions, and particularly at the influence of the craft unions on some craft courses.

In a speech on Saturday to the East Midlands Conservative advisory committee on education, Dr Hampson said that all the four different projections for the birth rate from the Office of Population Censuses and Surveys predicted that the birth rate would be rising in the early 1990s. This would be the very time when education spending cuts would have most effect—TFS

Admit women on their merit Oxford men's colleges told

by Sue Reid

Six men's colleges at Oxford University which admit a limited quota of women students each year have been told that the arrangements infringe the Sex Discrimination Act. They have been advised to abandon the quota system and admit men and women on academic merit.

The colleges affected are Brasenose, Hertford, Jesus, St Catherine's and Wadham, which take in a limited number of women undergraduates each year, and Corpus Christi which admits a small quota of women fellows and postgraduates.

The ruling will mean the end of the quota system, first approved by the university in 1972.

A decree published in the University Gazette has given the consent of the Hologram Council to the abolition of the college provisions for admitting women. The council

appeared to be divided within the Sex Discrimination Act. Meanwhile, a union has launched a campaign to break a separate arrangement between Balliol, New College and the university. The union is asking the colleges to place on its list of places at the two colleges, though both agreed to do so, not to admit women in their experimental period.

Both Balliol and New College changed their status; women entrants when the men's agreement was reached, they were not obliged to women.

But now the union is asking women undergraduates to apply to enter the two colleges as graduates in order to new act.

The World University was agreed to set up a new Salisbury to college from black Rhodesians to study in Britain. Britain has made special provision for Rhodesians since 1966, providing grants from the Ministry of Overseas Development. Until last year, potential students had to come to Britain and then apply to the Rhodesian Education Board. The Government has now agreed to accept applications through an educational committee in Rhodesia. The committee will circulate a list of potential students to the Rhodesian Education Board, which will forward them to the Ministry. The ministry will then give grants to students, but a spokesman said this week: "Our object is to ensure that Rhodesians are deprived of an education in their own country, we feel they are one here."

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The main features of the scheme, reported in *The Times* last week, allow more generous redundancy terms for lecturers aged 50 and over. It extends the Cramble Code to lecturers in polytechnics and colleges of further education.

The Department of Education and Science wants to change the superannuation regulations so that they apply to teachers and lecturers aged 50. It will apply to all staff who have completed five years' service or more and will entitle them to receive compensation payments when a local authority declares them redundant.

The regulations will give local authorities discretionary powers to award a pension or lump sum payment of up to a maximum of 10 years' salary. Full details of the scheme have been published in a statement.

Mr Peter Dawson, negotiating secretary of the NUT, said that the national council had decided to accept the proposals subject to two major concessions. "We are concerned that the scheme should not be used by a local authority to create large-scale compulsory redundancies, and we would want negotiations between recognized unions and local authorities on this point. We would want to negotiate the best possible terms for our members in the event of redundancy."

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March 19, 1976. No. 230

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Fears are growing that the Government has condemned the universities to even greater restrictions on their spending than before, following the settlement for the last year of the present quinquennial.

Standards for both staff and students may fall and there are warnings that some universities may not be able to meet the bills for increases in salaries.

Universities will receive a total recurrent grant of £581m in 1976-77, Mr. Mulley, Secretary of State for Education and Science, said last week. The grant will be treated as a cash limit which will not be supplemented for salary increases or price rises.

Mr. Mulley said the position would be reviewed if inflation ran significantly in advance of the allowed for in setting the cash limits, adding: "This is not a situation the Government expects to arise."

The 1976-77 settlement cannot be directly compared with the total of £523m given in 1975-76 because each figure is on the price base appropriate to its academic year.

Redundancies fear raised by retirement plan

Security of tenure is more valuable than higher pay to a clear majority of university academics, according to a survey carried out by the National Opinion Polls Ltd for *The Times*.

The survey also showed that virtually all university academics believe they are poorly paid compared with polytechnic lecturers and most believe they are worse off now, compared with people in other work, than a year ago. Academic opinion is, nevertheless, equally divided on whether present salaries are fair or not.

Of 501 members of the Association of University Teachers interviewed 66 per cent said they valued security of tenure more than higher pay, 14 per cent thought higher pay more valuable and 20 per cent did not know.

The results were analysed by faculty, university, seniority, sex and experience. Over three-quarters of all those interviewed from arts faculties thought tenure more valuable than higher pay, compared with just over half of those interviewed from engineering and technological faculties. The percentage of "don't knows" was much higher among those in science and engineering.

Asked whether university teachers were sufficiently well paid compared with teachers in polytechnics, 84 per cent said "No" and 9 per cent said "Yes". A further 7 per cent did not know. Analysed by faculty, engineers were virtually unanimous (97 per cent) in claiming they were not sufficiently well paid by comparison with polytechnic lecturers and arts lecturers and social scientists were only slightly less

sure (78 per cent).

Regardless of whether the results were analysed by kind of university, seniority or experience, the pattern was still roughly the same: out of 10 university academics, five had a bad deal on pay compared with their polytechnic colleagues.

Polytechnic comparisons divide A.U.T. members evenly divided on whether their present salaries were fair or not. Of all respondents, 46 per cent thought they were fair, 45 per cent thought they were too low and unfair, 1 per cent thought they were too high and unfair and 8 per cent did not know.

Further analysis showed that almost 60 per cent of all respondents from arts faculties thought their salaries were fair while 35 per cent thought they were too low and unfair, 1 per cent thought they were too high and unfair and 6 per cent did not know.

Analysed by institution, over 60 per cent of all those interviewed from London University—nine individual colleges were covered in the poll—thought their salaries were fair, while 31 per cent thought they were unfair. By comparison, at the former colleges of advanced technology—three were sampled—only 31 per cent thought their salary fair while 55 per cent thought theirs unfair.

Of all those interviewed, 59 per cent thought they were relatively worse off than people in other work while 26 per cent believed they had maintained the same relative position. Only 6 per cent thought they were better off than people in other work and a further 10 per cent did not have an opinion.

Arts faculty members again showed a clear difference from other academics. Over 60 per cent of scientists, social scientists and engineers believed they were now relatively worse off than people in other work compared to a year ago, while only 46 per cent of arts lecturers thought this. Moreover, arts lecturers thought they had maintained their relative level than those from other faculties.

A significantly greater proportion of senior staff (71 per cent) believed they were worse off than people in other work compared with a year ago, while junior staff (53 per cent) but there was little to choose between those canvassed at different kinds of university.

Opinion was equally divided on the strength of feeling about earnings. Of all respondents 48 per cent said

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Publicize influence of research, UGC urged

by David Dickson

Research council heads believe that such a disquiet over the future of university research could be allayed if the University Grants Committee made clear how strongly success in attracting research council awards influenced a university's grant allocation.

They have suggested that the UGC should issue a "well publicized statement" that finance for research was a substantial element in UGC allocations. Whatever the level of research settled for universities in the next few years, the UGC should retain an "initiatives fund" to help complement the selective support of research by the research councils.

The suggestions have been made in discussion between the UGC, the research council heads, and Professor Sir Frederick Stewart, chairman of the Advisory Board of the Research Councils.

Such measures, it was felt, might allay some of the disquiet felt by some university staff, as well as by the House of Commons Select Committee on Science and Technology about the criteria used at the UGC about the distribution of finance to provide the "floor" of research support.

Introducing the second report of the AUC in London this week, Sir Frederick Dainton, who was both chairman of the UGC and a member of the AUC, did not disagree.

The board also announced that, in the light of general pressures on research funding over the next few years, it had decided that the planned average annual growth for the bodies financed from the Science Budget up to 1980/81 should be:

Agricultural Research Council 1.5 per cent
Natural Environment Research Council 2.0 per cent
Science Research Council 2.0 per cent
Social Science Research Council 2.0 per cent
Natural History Museum 1.0 per cent
Royal Society 1.0 per cent

In the light of these figures, the Secretary of State for Education and Science, Mr. Mulley, had agreed that research council budgets for 1976-77 should increase or decrease compared with budgets for the present year as follows: ARC: +3.3 per cent; NERC: +2.7 per cent; SRC: +1.6 per cent; SSRC: +2.0 per cent; Natural History Museum: 0.0 per cent; Royal Society: -1.7 per cent.

Mr. Wilson, who announced his intention to resign as prime minister on Tuesday, said on BBC television that one of the things he would like to be remembered for was the setting up of the Open University during the 1969-70 government.

In his retirement announcement, Mr. Wilson said he would remain in Parliament and would not take an academic post. "I shall not accept the headship or other office in any place of learning or research from my present Bradford."

It is said that Mr. Wilson was instrumental in saving the OU from the full effect of the cuts in its budget proposed by the Department of Education and Science during the recent review of public expenditure. As a result of his intervention, the OU budget cuts are smaller in proportion than in the rest of higher education.

Mr. Wilson said that the national council had decided to accept the proposals subject to two major concessions. "We are concerned that the scheme should not be used by a local authority to create large-scale compulsory redundancies, and we would want negotiations between recognized unions and local authorities on this point. We would want to negotiate the best possible terms for our members in the event of redundancy."

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Tenure before more pay, academics say

by Alan Cane

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Arts faculty members again showed a clear difference from other academics. Over 60 per cent of scientists, social scientists and engineers believed they were now relatively worse off than people in other work compared to a year ago, while only 46 per cent of arts lecturers thought this. Moreover, arts lecturers thought they had maintained their relative level than those from other faculties.

A significantly greater proportion of senior staff (71 per cent) believed they were worse off than people in other work compared with a year ago, while junior staff (53 per cent) but there was little to choose between those canvassed at different kinds of university.

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Retirement at 50 plan for poly lecturers

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Cramble Code terms for college of education lecturers made redundant by college re-organization. Lecturers made redundant could retire at 50 with a pension equivalent to that obtained by working to the age of 65 plus the possibility of a lump sum payment. The new pensions will be inflation-proofed.

The new scheme has two drawbacks. It will not apply to lecturers simply opting for early retirement, and who are not declared redundant, and the local authority, which will have to pay for the scheme, can decide not to operate it.

The main aim is to enable local authorities to retire their staff early. In primary schools it could allow older staff to retire to make way for new recruits from teacher training colleges who would otherwise be unemployed. Polytechnics and colleges of further education could benefit from the scheme if a local authority decided to tighten staff-student ratios, particularly in over-stuffed science and technology departments.

Mr Peter Dawson, negotiating secretary of the National Association of Teachers in Further and Higher Education, said this week that NATFHE would be cautious about the scheme.

"We are interested in receiving formal proposals and we hope that an executive committee will be able to discuss the present proposals at the weekend."

On the balance of British academic research, Mr Fowler emphasized that despite cuts in the Science Research Council budget, chiefly at the expense of "big science", Britain would still be spending more than 40 per cent of its total physics at the beginning of the 1980s and more than £20m a year on astronomy and space science.

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The celebration on the right took place half a century ago and marked the granting of a university charter to what had been the University College, Reading. The man being chaired was Dr William Macbride Childs, first

vice-chancellor and prime mover towards obtaining university status. To mark its bicentenary Sue Reid looks at Reading University's origins and growth and Alan Cane reports on what it has become



Answer to Reading's growth lies in fruitful toil

In the beginning

The life-long ambition of one man was realized when the Privy Council granted a charter to the University College, Reading, in 1925. That man was William Macbride Childs, who fought for more than a quarter of a century to win university status for the college, and today, as Reading University celebrates its fiftieth anniversary, his name is still remembered.

Dr Childs, an Oxford graduate and vicar's son, arrived in Reading to become a history lecturer at the University Extension College in the town in 1893. Ten years later he had succeeded Holford Muckinder, a noted academic in his own right, who left to become director of the London School of Economics, as principal.

No started working with a dogged determination towards a university charter almost immediately but it was only after many setbacks and one outright rejection by the Privy Council that his cherished ideal became a reality and he stood before his students in the main college hall and announced that the charter had been won.

It was the climax of his life and afterwards he was to recall the event: "Instantly a pack of students charged up the central aisle of the hall and pulled the heavy table in front of me aside and in less time than I can write the words hoisted me on their shoulders and carried me down the aisle to the door. . . I was carried across the green, back to the other door of the hall, where they put me down, made a ring, sang 'For he is a jolly good fellow' and called for a speech."

Some modern-day critics of Childs believe this whole scene was pre-arranged, but for those who had guided the small extension college into a new era it was a fitting gesture by the students. When the charter was officially granted on March 17, 1925, he was to become the first vice-chancellor of the University of Reading and play an important part in the early days of the university, the only one to obtain a charter between the wars.

The origins of Reading University lie in the second half of the last century. In 1860 art classes were started in Reading under the Department of Science and Art, South Kensington. Ten years later, as part of the same scheme, science classes were added and were to provide a background for education development in the town.

Later Oxford University was to inspire the creation of University Extension Association in Reading and in 1892 a university extension college, which took over the science and arts schools, was founded. The college used lecture rooms in Valpy Street, Reading—the building still exists—and with no endowment, no capital and no permanent home set out to offer an education to people in the town. The only properly organized department was the department of fine art, although there were a few isolated courses in agriculture, music, natural sciences and literature.

This venture into agriculture—by 1893 a distinct department had come into existence—was played an important part in Reading's subsequent history. In 1912 a Research Institute in Dairying was created and by 1920 the first farm had been bought. Now the university has other farms and is renowned for its agricultural research and teaching.

By 1902, as a result of a Treasury grant of £1,000 the college, by then known as Reading College, was renamed the University College, Reading. But its existence was still precarious and from 1892 to 1903 there was not a single year when income equalled expenditure. The college still had no professors, no faculty organisation and only a pretence of a library.

It was then that wealthy benefactors began to play an important role. One family in particular—the Palmers, of the Hamley and Palmer biscuit firm, were generous in their support.

In 1904 Alfred Palmer presented the college with a six-acre site in London Road, Reading, which is still used. The gift came at a time when the college was rapidly outgrowing its first premises and by 1906, following a £50,000 endowment from the Palmer family, housed a large assembly hall and a cluster of buildings for science, fine art and agriculture. The buildings are still in use and stand alongside the first library of the college, now used by the university's school of education, which was yet another Palmer benefaction.

Another local benefactor, Lady Wantage, presented the college with its first hall of residence in 1908. Wantage Hall, now a mixed hall catering for nearly 100 students, put Reading on the map as the only university

college or university, apart from Durham, to follow the residential policy of the Oxbridge universities.

William Macbride Childs, even in these early days, was developing his idea of the college winning university status. In 1911 a college policy committee supported the idea of becoming a university and almost immediately the Palmer family and Lady Wantage responded by creating a £200,000 university endowment fund to enable this development to take place. Unhappily the First World War intervened and it was only in the spring of 1918 that work towards a charter was resumed.

An application for the charter in 1920 failed when the Privy Council ruled that the college funds were not sufficiently buoyant. But in 1925 a successful application was made and 50 years ago this week university status was finally given. It was a coup for Dr Childs, who had won approval for a university in a town with a population of only 32,000.

Mrs Nan Ure, curator of Reading University's Museum of Greek Archaeology, is the most senior person at the university today. She has spent a lifetime involved with Reading and was a student at the university college between 1911 and 1914. She then took charge of the college library and was made



The new—chemistry building; the old—university's birthplace in Valpy Street.

honorary research fellow in the classics department in 1922.

Mrs Ure's memories of William Macbride Childs are vivid and she can recall his announcement of the charter 50 years ago. "I had never seen him so moved in my life as I had known him. We were called to the hall for the announcement and it was obviously the climax of his career."

He was a great man but to the students he remained a remote figure with whom he had no real contact, she added. But a young student, Mrs Ure did get one real insight into his character. She was president of the Women's Student Union at Reading in 1914 and can recall asking Childs for permission for the female students to go rowing. It was a short-lived ambition for this principal, so forward thinking in many ways, could not bring himself to allow the women students to take up this ungainly and unbecoming sport.

He also insisted that female members of the mixed hockey teams were chaperoned to away matches by the lady censor of discipline for women.

But to Mrs Ure, and other students of her day, Childs provided a unique opportunity for higher education. With Ure, Mrs Pitt and others, he chose to go to the university college at Reading because it was cheaper than the similar institution at Bristol.

The two decades after 1926 were years of consolidation and no new departments were established until February, 1945. But student numbers rose from 334 in 1926 to 556 at the end of the war. A year later six teaching colleges were attached to the university and this led to an Institute of Education in 1947. It was at the same time that Whiteknights Park, an estate of 300 acres half a mile away from London Road, was purchased. The first building to be erected on this beautiful parkland site was the faculty of letters and social sciences, formally opened by the Queen in 1957. By 1960 a physical laboratory had also been built and the new university library was opened in 1960.

The majority of Reading's 8,500 students now study at Whiteknights but the departments of fine art, food science, microbiology and the School of Education are still at London Road.

50 years on

Reading today is a university which neither trumpets its own virtues nor yields its secrets casually. It is a quiet, undramatic place and the assortment of architectural styles which distinguish the buildings scattered through Whiteknights Park gives little hint of the considerable intellectual power within.

Reading's academic weight resides in its departments; in the quality of staff in the faculties of letters and social sciences, science, agriculture and food, urban and regional studies and the School of Education.

Dr Harry Pitt, vice-chancellor for the past 12 years, said he was well satisfied with the state of the university and believed it had a good future, although he was careful to point out that there was nothing complacent in his attitude. He said: "My confidence stems from a steady feeling that people here are doing a good job. Intellectual standards are high and there are excellent relations between staff and students. Reading has always been an extremely well adjusted university."

There are 5,500 students at Reading, applications are buoyant, according to Dr Pitt, and there are signs of a welcome swing back

work of the centre has already been appointed. Its chairman is Lord Rotherwick, lately head of the Government's Central Policy Review Staff and an ex-chairman of the ARC. Professor Bowman is now main to raise the £60,000 or so it will take to build suitable accommodation for the centre.

Engineering and cybernetics is one of the smaller departments within the university faculty and it is one of the more unusual. Founded in 1963 as a department of applied science, it has specialized in light rather than heavy engineering. There is, for example, no specialism in civil engineering and the range of material taught is unusual.

There is, for example, an inter-faculty degree course in engineering and classical studies. Some members of the department have deep interest in things archaic. Professor Jim Gordon, a materials technologist, has his students build Roman catapults and the development of marine architecture from earliest times. Dr G. R. Whitfield and Mr Charles Bramwell have been carrying on a well-publicized (even a departmental) experimental investigation into the flight of a pterodactyl *Pteranodon* using scale models. Professor Wallace Hirst, head of the department, says: "Not all our projects are new in antiquity, but we try to avoid setting problems which can be solved by consulting the books."

Professor Peter Folgent, whose specialty is cybernetics and instrument physics, emphasized that the department was attempting to teach people who would be technologists in the year 2000 and who would not be restricted to any single industry. The department is planning two new ventures; a course in agricultural engineering technology and a course in civil engineering in conjunction with the newly established faculty of urban and regional studies.

This flexibility is one of Reading's strengths. There is a seeming ease with which academics get together there to plan in courses, or simply to work together and make the very best use of its existing facilities.

It has just started to teach law with a university's emphasis on land and its use would only be natural that the new department would have a special interest in law and planning law.

The science departments have some problems over student intake, although there are signs of improvement, but according to Professor H. M. Fry, dean of the faculty, the most serious problem is research support.

Much of the "pure" research at Reading would gladden the hearts of those anxious to see research results put to use. Professor Harold Hopkins of physics, for example, is a specialist in the medical uses of fibre optics and has developed many of the devices which can be used to take photographs within the human body. His inventions, Professor Fry says, are now being built and sold by German firms because of a lack of interest in British universities.

Reading is a "centre of excellence" in photochemistry and geology, if measured by the size of the grants awarded. Geology in particular has a first-rate international reputation and has made substantial progress in the fields of remote sensing and mapping using aircraft and satellites.

One dream which seems unlikely to be realized in the near future is the establishment of a medical school on the campus. The proposal for a medical school was published in 1962 and the guiding spirit is Professor Colin Kaplan, head of the department of microbiology. He has novel ideas on how medicine should be taught and one of his ambitions is to establish a school which would produce the kind of doctors who would fit easily into family health practices.

The future of plans would involve the student in contact with patients from the very start, although obviously not in clinical work. Reading, as the proposal emphasizes, is a growing industrialized town in the middle of a rich agricultural region and is geographically well placed to support a medical school. By the year 2,000 there could be a catchment of 1.5 million people.

The source of Reading's charm seems to be an inherent belief in traditional academic values coupled with a willingness to try new developments, which is based less in a desire for trendiness than in an internal logic which recognizes no boundaries between disciplines where people are trying to achieve a common purpose. Reading, in a sense, is not an imitative university but one which has always known what universities are about, and got on with the job.

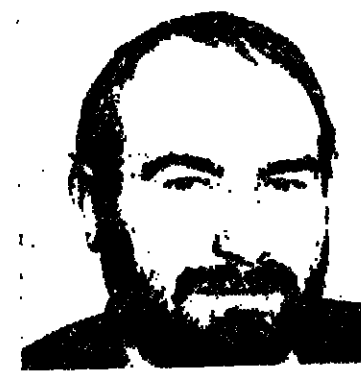
If the quality of its scholarship and research are signposts, the university can look the next 50 years leading to the 100th anniversary of its Charter with optimism and confidence.



Tom Driver, general secretary



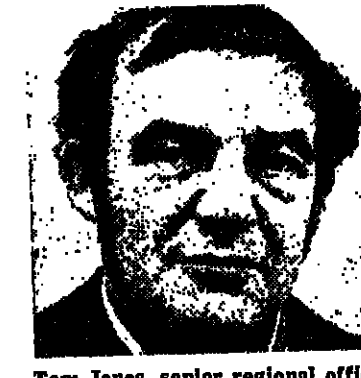
Bill Douden, education secretary



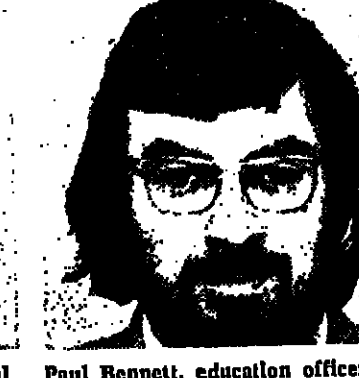
Keith Scribbles, salaries official



Peter Dawson, negotiating secretary



Tom Jones, senior regional official



Paul Bennett, education officer

New union's tough line likely

With 61,000 members the National Association of Teachers in Further and Higher Education might be considered the strongest force in further and higher education.

It represents over 40,000 lecturers in the country's 643 further and adult education colleges and nearly 23,000 lecturers in 30 polytechnics and over 100 colleges of education and higher education. It claims to represent 85 per cent of all lecturers in the public sector.

The new union, formed on January 1, unites strange bedfellows. The Association of Teachers in Technical Institutions was a well established union founded in 1904 with a reputation for defending the technical colleges.

Its membership of the TUC, its tough action when members' interests were threatened and its Rank and File Left-wingers gave it the air of a "red" trade union determined to protect jobs and salary scales. The Association of Teachers in Colleges and Departments of Education exuded a more genteel image and cherished its reputation as a professional association.

The new association has set to develop a common policy and much will depend on decisions to be taken at its first annual conference at Buxton, Derbyshire, in May. Yet there are already signs that the education "cuts" will drive the new association towards a tough stand that would have been unthinkable at the time of the ATDE.

Mr Tom Driver, the 63-year-old general secretary of the NATFHE, who retires next year, predicts that the battle for money for higher and further education will be the union's biggest challenge for the rest of the decade.

Which list of priorities the union chooses will, however, be difficult. Teacher training lecturers are faced with the problem of immediate reductions in their sector but the polytechnic lecturers are also worried about their future in what are generally thought to be overstuffed institutions. Further education lec-

David Hencke reviews the prospects of the recently formed, 63,000 strong National Association of Teachers in Further and Higher Education

turers, knowing that the Government is pledged to take action to expand opportunities for the 16 to 19 age group, and that this age group is rising, are determined not to be left at the bottom of the list. The union's strategy, faced with these harsh realities, seems to be to attack the Government on a broad front.

Mr Bill Douden, the association's education secretary, made this clear recently when presenting the NATFHE's evidence to the Commons committee inquiring into priorities and decision-making in the Department of Education and Science.

He attacked the piecemeal and disjointed planning of the department and called for connections between Government policy for education and training.

Both Bill Douden and Tom Driver, who as former head of department at Doncaster College of Technology, has always seen the need to boost the training of technicians, think that a properly organized manpower policy could give a large role for their sector. They see that economic planning and higher education policy need to be related.

Whether such a strategy would be acceptable to all their elected members remains to be seen. Certainly, Mr Derek Weitzel, the joint president of the NATFHE, believes that it is making the right approaches over the future of further education, which could not fail to expand under such a policy. But will this appeal to the poly-

technic and college of higher education lecturers? Mr Jack Taylor, joint president and principal of Redland College, and Mr Malcolm Lee, former chairman of the ATDE, have too many local problems at the moment.

But once college of education reorganization is completed it is not inconceivable that battle lines may be drawn over priorities for technicians or the development of "liberal arts" courses which appear to be the main contribution of many former colleges of education.

Prior to the merger the ATDE had a particularly hostile policy towards the teaching of "non-advanced" work by college of education lecturers. Given the present cuts many could find themselves teaching lower level work.

The other major area confronting the new union is the problem of pay and conditions. So complicated are these procedures that members in Hamilton House talk of the "technical men" with knowledge of pay and conditions—and the "political men" used to looking at broad strategies of policy and negotiating with the Department. It is rare for any person to be good at both.

Mr Peter Dawson, the energetic 36-year-old negotiating secretary, is generally thought to be the man with the detailed knowledge of pay and conditions.

Redundancy, which used to be a small-scale problem, when departments in further education colleges faced closures, has now become far more serious with threats of closures affecting between 17 and 27 colleges and possibilities of large scale redundancies arising from polytechnic mergers in Newcastle and other cities.

Mr Driver pledged publicly that the union would accept no redundancies, although adding the rider that it would have to negotiate when these became inevitable. Some members of the teacher panel would prefer the union to accept some closures in approaches over the future of further education, which could not fail to expand under such a policy. But will this appeal to the poly-

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Sue Reid interviews the education officer of the Equal Opportunities Commission

Dr Byrne goes in search of a lost generation

Dr Eileen Byrne, newly appointed education and training officer of the Equal Opportunities Commission in Manchester, is no devotee of the women's liberation movement but she is all too aware that true equality must be introduced into the British education system at all levels.

So with the EOC less than three months old and still experiencing most teaching troubles Dr Byrne, one of six senior officers at the commission, is tackling her new job with determination. As a trained teacher and Reading University graduate with nearly 20 years' experience in education administration, Dr Byrne's credentials for encouraging more equality in Britain's schools, colleges, polytechnics and universities are excellent.

In 1970 she was senior education officer with the Halifax education authority and two years later moved to Lincoln to become deputy education officer. Before taking up her post with the commission she was senior education officer of Lincolnshire County Council.

But while this work at local education authority level made Dr Byrne only too aware of the serious inequalities of men and women in education—among students and teachers—it was her more recent research that pinpointed her worst fears.

She is the author of *Planning and Educational Research*, published by the National Foundation for Educational Research in 1974, and has spent recent months on full-time secondment from Lincolnshire County Council researching a second publication "Women and Education" due to be published later this year.

During this secondment Dr Byrne also worked as honorary research associate at Hull University compiling evidence on rural deprivation and Open University teaching unit "The Rationale of Research Allocation" will be part of this

year's degree course on management of education.

Her book "Planning and Educational Inequality" researches the availability and the allocation of resources for secondary education in the cities of Lincoln and Nottingham and the county of Northampton during the 20 years following the Second World War. It shows that during these years girls' opportunities were more limited than those of boys in each of the areas and Dr Byrne concludes that Britain planned for a "kind of educational inequality for nearly 20 years".

She now says: "I have been aware of inequality since the age of 11 when more boys than girls went grammar school places in the rural area where I lived. But the research I undertook for *Planning and Educational Inequality* tipped the scales for me. It threw up some startling facts on sex inequality that I started to look at the situation in a new light."

She can recall a string of statistics which suggest that the educational plight of women is getting worse. In colleges of education, for instance, Dr Byrne claims there are today fewer female heads of colleges of education than in 1914. Before the First World War two thirds of teacher training colleges could boast a female principal but now about 60 per cent of the top posts are held by men.

This trend is echoed elsewhere in education according to Dr Byrne who feels that the swing towards men has much to do with the current vogue for coeducation. At college level, for instance, it is the men who have stepped into the top posts following reorganization and moves towards coeducation, leaving their female counterparts far behind.

Dr Byrne is outspoken about a situation where her successful climb to the top of the tree is a feat shared by only a handful of women in education. She names Miss Joyce



Dr Eileen Byrne.

Skinner, the first female director of the Cambridge Institute of Education, as another—the two were educated at the same Lincolnshire school—but feels they are exceptions.

But Dr Byrne is relishing her new post with the commission and openly admits that it is one of just two jobs in Great Britain that she had set her sights on. While declining to reveal the other post that would have satisfied her career ambitions she says that in recent years she had felt the need to move on from local education administration.

For new duties will cover three main areas. She will answer queries from the public and specialist organizations on all aspects of education and training, and initiate discussion

with national bodies on the commission's role in eliminating sex discrimination. Her work will also include research and inquiries into aspects of education and training.

While confident that education authorities and governing bodies will try to adhere to the new sex equality laws, Dr Byrne realizes that change will not come overnight. She believes that in a great deal of good will in the higher education sector, but would like to see it put to practical use.

"I hope that millions of women in this country will look to the higher education sector for retraining above craft level. The higher and further education sector could lead the country in this and really exploit the talents of women."

Dr Byrne claims there is a "lost generation" of women in Britain who need a second chance. She explains: "My own book on educational inequality frightened me. Half the children educated in some country areas before 1965 were under 35 with 30 years of working life ahead of them. The boys have had their second chance through day release, apprenticeship and other forms of training but the girls have not."

"We must not put off righting this situation until the next general election. We have the same responsibility for this lost generation as for the children of today."

Dr Byrne maintains that the educational plight of women is substantially worse in the north of England. Fewer girls and women enter advanced courses in further and higher education than in the south.

She has discovered that girls in the north are strongly influenced by their parents and underestimate their own abilities. This underachievement gets progressively worse every 50 miles north of London, claims the south-eastern, northern-educated Dr Byrne.

But in the country as a whole the figures are also disturbing. Tertiary education 13 boys enrol on courses to every eight girls. If you break this down you will find that nearly 10 times as many male students as female students take technical courses and about 30 per cent more females are on low-level courses of short duration such as shorthand and typing."

She feels that higher and further education sectors could bring about the change and has called for a new form of subject of this article. There are three main points to be made. First, the conditional conception banishes a British nonsense, whereby history and sociology, both studies of man in society, are put into separate cultural camps.

To the University Grants Committee, and to those who think as its system of classification provokes history (or at least the study of it) is part of the "arts", sociology is part of "social studies". In Germany, in contrast, both are unashamedly part of *Wissenschaft*, the scientific approach to knowledge. Geography, an "art" subject to the UGC, sensibly becomes a German-style "science".

Second, K-W-T cultural system reflects a long-existing pattern of separation in higher education in Germany, and in those many countries which have followed Germany. *Wissenschaft* is

Applied science is pure nonsense in myopic Britain

I have previously argued in *The Times* (August 29, 1975) that Britain has a tendency to bias debate about cultural issues away from considering the production of useful artifacts and towards the fine arts, knowledge and science. Lord Clark's book *Civilisation* illustrates this trend. Although he admits that the useful arts are essential for his idea of the civilized life, his treatment implicitly denies this view. The putter and iron master are depicted as state-of-the-art essential supporters of the painter and architect.

Responses and classifications of this type are peculiar to a culture dominated by the English language, and have helped to create a state of mind in which the useful is devalued in importance. The dream of mind in the Academy reinforces the view, adopting the bizarre notion of "applied science" which, by the very word, implies the scum of "pure science".

In other European countries, the classification and implied relative importance of parts of the cultural and sub-cultural jungle look quite different. In Germany, for instance, the man on the Düsseldorf tram is heard talking of differences between the "two cultures", the assumed split is invariably between *Technik*—making useful objects—and *Kunst*.

More commonly however there is a three-way separation into *Kunst*, *Wissenschaft* and *Technik*—art, a broader conception of science than our normal one, and manufacturing or craft. There are three main points to be made. First, the conditional conception banishes a British nonsense, whereby history and sociology, both studies of man in society, are put into separate cultural camps.

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Second, K-W-T cultural system reflects a long-existing pattern of separation in higher education in Germany, and in those many countries which have followed Germany. *Wissenschaft* is the proportion of tax drivers waiting for customers at any one time. On the other hand I was taken by his theory that the basic, or slow, sort of work is the totally practical. This seemed an intriguing thesis, particularly since I myself couldn't forgive the exam system for awarding me three thirds in a row; one I could have accepted as training for the exam, but three bad looked like carelessness. I agreed to take my revenge.

I shall have to watch my step here. The American academic in question could well be the professor of applied punctuation at a mid-size university, with additional duties as consultant to President Ford on the use of long words, not to say short ones.

But I don't think I'm misrepresenting the theory if I say that it involves knocking out a few questions from a test and seeing how drastically this alters the order of candidates. If a large number of questions are eliminated, it is possible that those students previously at the top and the bottom could now be peeping level.

Or, as he put it, "the discreet homogeneous marking or graded test on a new children. Second, the sample available for a pilot (which seemed to have been dropped) or the making of one tentative point, was being used to fuel a whole industry, with computer printouts demonstrating that student A got two and a half pages of regretful waffle."

That was several years ago, and instead, purely on the grounds that the latter idea is a nonsense. In my earlier paper, I mentioned the English recumbent hero. To the English this is a Keynes lying in his bath successfully phoning his stockbroker; to other English people and to most foreigners, an aristocrat with his effortless ease. A hero of this type is typically someone of great achievement and distinction, who has not had to work hard for it. The workshop of efforts is a Victorian hangover and long-lasting English mirage for prosperity and success. No desert god could ever saw a goal to begetting so diverting, and so capable of his total disorientation.

First, assuming that the approach of anthropologists is still applicable, and that there has been no substantial break in cultural development, the English-language treatment of cultural and sub-cultural areas is not only myopic; it is reckless.

It is myopic because it assumes, through its dogged insistence on an "applied science" reading of the process of *Technik*, that technical change is intimately concerned with changes in the use of knowledge of natural science. Evidence to the contrary is abundant. It is simply not the case.

The "applied science" conception is reckless, because it assumes, quite wrongly, that those who have the biffins also have the power. In truth, possession of scientific knowledge simply does not transmit easily into economic and industrial strength.

The alternative position assumes that there has been a major break in cultural development somewhere, say, between the eighteenth century and today. What, therefore, makes our English-language cultural analysis so inapt, and the European K-W-T system more suitable than ours? The answer again lies with *Technik*, and the idea of *Technik*—the idea of "applied science" hallowed in UGC usage.

The "applied science" idea is misleading for at least four reasons. It implies, erroneously, that there can be a "pure" science, and that "pure science" is a meaningless contrast between "pure" and "applied".

Other three points can be dealt with briefly. First, almost all empirical investigations of industrial innovation (major changes in product or process) indicate that innovation is not a consequence of use of knowledge derived by natural science.

New artifacts tend to derive directly from older artifacts. The vigour and determination of individuals is usually a more important factor influencing success, than any connexion with science. Besides this, general technical change, continuous rather than consisting of discrete steps, is even less influenced by changes within natural science.

The adoption of the "applied science" construct, impossible in the European K-W-T system, is based on a connexion between natural science and manufacturing which does not exist. It therefore distorts the general and lay understanding of the manufacture of useful artifacts. In particular it helps to devalue the assumed importance of production and product design in the manufacturing context.

Thus, even if the Victorians were right about cultural development, we are wrong to neglect the *Technik* idea and adopt "applied science" or process.

If "applied science" is meant with the useful, should "pure science" be viewed in a different way? Or has something happened so significantly in cultural development that other main indicators should be used? For can be argued that increased living standards in the present developed world make it more sensible to think of these cultures differently from more primitive ones, and the ensuing argument can therefore be framed in two alternative ways.

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Lord Clark: useful versus the rest.

to describe scientific work undertaken in order to be applied in manufacturing or in other practical situations, it is wrongly named for the reason above. There is no contrasting body of "pure science". So all scientific knowledge is "applicable science", and there is no meaningful contrast between "pure" and "applied".

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The adoption of the "applied science" construct, impossible in the European K-W-T system, is based on a connexion between natural science and manufacturing which does not exist. It therefore distorts the general and lay understanding of the manufacture of useful artifacts. In particular it helps to devalue the assumed importance of production and product design in the manufacturing context.

Thus, even if the Victorians were right about cultural development, we are wrong to neglect the *Technik* idea and adopt "applied science" or process.

If "applied science" is meant with the useful, should "pure science" be viewed in a different way? Or has something happened so significantly in cultural development that other main indicators should be used? For can be argued that increased living standards in the present developed world make it more sensible to think of these cultures differently from more primitive ones, and the ensuing argument can therefore be framed in two alternative ways.

First, assuming that the approach of anthropologists is still applicable, and that there has been no substantial break in cultural development, the English-language treatment of cultural and sub-cultural areas is not only myopic; it is reckless. It is myopic because it assumes, through its dogged insistence on an "applied science" reading of the process of *Technik*, that technical change is intimately concerned with changes in the use of knowledge of natural science. Evidence to the contrary is abundant. It is simply not the case.

The "applied science" conception is reckless, because it assumes, quite wrongly, that those who have the biffins also have the power. In truth, possession of scientific knowledge simply does not transmit easily into economic and industrial strength.

The alternative position assumes that there has been a major break in cultural development somewhere, say, between the eighteenth century and today. What, therefore, makes our English-language cultural analysis so inapt, and the European K-W-T system more suitable than ours? The answer again lies with *Technik*, and the idea of *Technik*—the idea of "applied science" hallowed in UGC usage.

instead, purely on the grounds that the latter idea is a nonsense. In my earlier paper, I mentioned the English recumbent hero. To the English this is a Keynes lying in his bath successfully phoning his stockbroker; to other English people and to most foreigners, an aristocrat with his effortless ease. A hero of this type is typically someone of great achievement and distinction, who has not had to work hard for it. The workshop of efforts is a Victorian hangover and long-lasting English mirage for prosperity and success. No desert god could ever saw a goal to begetting so diverting, and so capable of his total disorientation.

Oxford high tables seem to be the shrine for British cultural discussion. Those who live there in the cultural "science" by adopting the foolish and inaccurate "applied science" construct, have allowed the average Briton to imagine that he can obtain a form of material salvation by science, rather than by intelligent effort.

In the continental European way of thinking, this is impossible. Neither moon-shot, nor transistorized communication, nor industrial progress is much concerned with "science". Each is to do with *Technik*, which the Academy in Britain does not really want to know about.

Those in the high table "arts" box have accepted some of the scientific assumptions. To them, "art" is superior to "science" since it provides more scope for individual flair and creativity. Nothing to the scientists, the arts man notes that there are two parts to the other side of the coin called "science". There is more of a challenge than "applied": everyone in the Cerebral agrees about that.

It is well known, so the argument goes on, that those within the "science" box are not up to the plumb line of the great secrets of nature are assigned to detailed problems of nuts and bolts of far lesser importance. Do not shout too loud about it, the "arts" people go on, but Lord Clark is right. Art's product is what man is sensibly most proud of, as it forms the major part of his heritage.

This archetypal English "arts" line of reasoning, neat but misleading, is the last word on the second assumption of this paper, a foolish incantation by those who congratulate themselves for having avoided involvement with the drudgery of physics or manufacturing.

At the worst, and on my first assumption, it is the foundation of the slow slide of a group: a sure way of how not to succeed as a nation without really trying to discover why.

Michael Fores

The author is a member of the government economic service, but all views expressed are personal.

who knows, he may have finished the project by now. Reading the letter, I mean.

As for his thesis, I have no idea. I am sure of one thing: its eventual completion will show him to lead any list of educational theoreticians, provided that skilled computer processing eliminates from the final order all competitors born after Thomas Arnold.

Jonathan Sale

NT Your link...
with the new National Theatre on the South Bank... the NT Mailing List

Write now (with SAE) to: NT Mailing List, South Bank S21 9PX and ask for details of special offer

D. M. Gunn replies to Sheffield University AUT's memorandum on salaries

The importance of polytechnic pay parity without antagonism

If the aim of the article (*THESE* February 6) "University teachers reply to their 'ill-informed critics'" was to antagonize teachers in polytechnics, they have been successful. But does this kind of article make any sense?

I believe it does nothing but harm to the university teachers. Unfortunately too, it makes sweeping and misleading statements which need clarification. It is unfortunate that this has to be done by public argument, but we are now left with little alternative.

In the Association of Polytechnic Teachers' salaries panel we felt nothing but sympathy when it became known that the university teachers had been caught in the trap of a statutory incomes policy and denied by the Department of Education and Science the cost of living increase which they were going to be paid from October 1, 1975. Reluctantly they were left with no other choice than to agree to the 6.6 per cent flat rate increase.

However, a few more articles like that of February 6 and sympathies will rapidly disappear.

The authors of the article gave no recognition to the fact that before the Houghton settlement in 1974, polytechnic teachers had, in value, bought salary scales for their career grades in polytechnics. This parity is absolutely necessary if we are to attract the widely experienced, highly qualified staff necessary to fulfil the special role of polytechnics in higher education.

From 1968, when the first polytechnics were designated, until 1974 the difference in salary in the university teachers' favour at the maximum of the scale is shown in Table A.

To a large extent this had been allowed to happen because the Association of Teachers in Technical Institutions, the union responsible for negotiating polytechnic salaries, was concerned with getting the best deal for the bulk of their members who were engaged in further education and forms of higher education other than polytechnic.

The consequence was that a smaller slice of the cake was given to polytechnic teachers and this position deteriorated at each round of negotiations. It was this feeling of not having a voice in our own affairs that led to the foundation of the APT.

Polytechnic teachers would have fared no better in the 1974 negotiations but for Houghton. The report was accepted by the Government, endorsed by Parliament, almost universally accepted as fair and equitable. It achieved a great deal in restoring proper pay scales for the career teacher in all grades covered by the report.

Let us remind ourselves what the Houghton report actually said concerning the comparability of polytechnic with university teachers: "The advanced work undertaken outside universities is interesting and we feel strongly that teachers doing similar work should as a matter of principle be paid broadly comparable rates to their counterparts in universities and have broadly similar career prospects." So, what is the position at the moment and what is it likely to be in the near future?

Tables A and B show that the Association of University Teachers' article which claiming that "the value of university salaries is well below (not my italics, but theirs) those in polytechnics" and "university staff have taken more than their fair share of salary distribution during the past decade" are widely misleading.

Now let us anticipate what is likely to happen to these salary scales in the next few months. As the polytechnic salaries are reviewed in April it can be reasonably assumed that they will rise by the flat rate increase of 6.6 per cent.

On the other hand, I do not believe that the DES can much longer withhold from university staff the 7 per cent cost-of-living award recommended by the arbitration tribunal. If we assume that it will be calculated on the October 1, 1975 award (which was the original intention), the new scales will be as shown in Table C. This also shows the comparison with poly-

technic scales assuming that the £312 flat rate rise is awarded in April. In addition to this university teachers will be negotiating another increase in September/October, 1976.

One of the most disturbing aspects of the Association of University Teachers' article was the attempt to denigrate polytechnic teachers. We, in the polytechnics, are there to do just as important a job as the universities in the field of higher education. Our respective roles are dissimilar in many respects but they are equally important.

In a debating chamber it would be very easy to make a case for the effect that the polytechnics are more important. To take just two points: nearly the entire graduate output of the polytechnics enters industry or the professions; eventually they will be the technologists and managers of the future whose contribution to the GNP would far outweigh the contribution made by university research.

On the other hand, the latest report of the University Grants Committee shows that just over 40 per cent of first degree graduates in 1974 entered industry or the professions in the United Kingdom.

So, it is not surprising that the combined figures, less than 40 per cent of all graduates from universities took up employment in the United Kingdom.

There are many who hold the view that the polytechnics are a "second class" institution. This is a view which is not only false but also dangerous. The polytechnics are a "first class" institution. They are a "first class" institution. They are a "first class" institution.

Table A—Salary difference in university favour

	Gap at 1.1.68	Gap at 1.1.74
University lecturer/Polytechnic senior lecturer	1.1.68	1.1.74
University senior lecturer/Polytechnic principal lecturer	1.1.68	1.1.74
University professor/Polytechnic HOD, grade VI	1.1.68	1.1.74

In the *Grande Ecoles* in France which perform a role similar to that of the polytechnics in this country, the salary scales are the same as those of the universities; this unification of the scales allows a beneficial exchange of staff between the two types of higher education institutions.

The polytechnics and universities in this country would derive distinct benefits from a similar exchange of staff. So it could be argued that the polytechnics in the United Kingdom play a more important role in higher education than the universities despite their research contribution, important though it remains. Even the most ardent supporter of university research would not claim that all the research carried out was significant.

In the AUT comparison of polytechnic and university academic qualifications two points should be considered. While university staff are so often recruited from the graduates who stay on and study for a higher degree their counterparts in the polytechnics have been in practice for many years after graduating or professionally qualifying before entering into polytechnic teaching.

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Table B—Present position (February 76)

	University	Polytechnic
Lecturer II/Senior lecturer	3,278.8	2,174.6
Principal lecturer	3,940.7	2,174.6
Senior Lecturer	3,278.8	2,174.6

Table C—Projected scales for mid-1976

	University	Polytechnic
Lecturer II/Senior lecturer	3,511.5	2,341.2
Principal lecturer	4,252.7	2,341.2
Senior Lecturer	3,511.5	2,341.2

The author is Chairman of the Association of Polytechnic Teachers' salaries panel.

A ghost writer in the exam machine

"How could a computer mark an English essay?" I asked.

"It could be programmed to recognize the optimum length of a sentence and award a percentile rank accordingly," he answered.

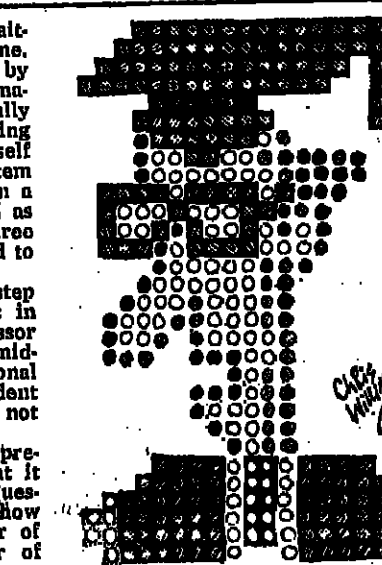
I had nothing against Americans, nor against academics, and some of my best friends are American academics, and so agreed to meet one of the latter when he noticed some of my freelance journalism and suggested collaboration.

The first thing that struck me was that he believed a computer-based automated education has advantages over other forms of education—and not just if you happened to be an IBM computer.

The second was that he wanted me to be his ghost writer. This is a recognized service for those whose brains have become addled by professional sport, wartime entertaining or Hollywood acting, but an educationist?

It wasn't that he wanted me to think with a serious and technical style to produce something more popular and readable. It wasn't that I had to repeat the façade, but to construct a whole series of articles from the foundations upwards.

And I wondered how much I could reveal anything that had computers awarding percentile ranks, which I knew had nothing to do with



the proportion of taxi drivers waiting for customers at any one time. On the other hand I was taken by his theory that the basic, or slow, sort of work is the totally practical. This seemed an intriguing thesis, particularly since I myself couldn't forgive the exam system for awarding me three thirds in a row; one I could have accepted as training for the exam, but three bad looked like carelessness. I agreed to take my revenge.

I shall have to watch my step here. The American academic in question could well be the professor of applied punctuation at a mid-size university, with additional duties as consultant to President Ford on the use of long words, not to say short ones.

But I don't think I'm misrepresenting the theory if I say that it involves knocking out a few questions from a test and seeing how drastically this alters the order of candidates. If a large number of questions are eliminated, it is possible that those students previously at the top and the bottom could now be peeping level.

Or, as he put it, "the discreet homogeneous marking or graded test on a new children. Second, the sample available for a pilot (which seemed to have been dropped) or the making of one tentative point, was being used to fuel a whole industry, with computer printouts demonstrating that student A got two and a half pages of regretful waffle."

from Mr S. H. Fiske

Sir—Professor Holloway (*THE*, February 20) rightly diagnoses the defensive position imposed on English studies, but where I think he is mistaken is in his location of the cause of this position in economic forces, manifesting themselves either directly, as the price of books or the wages of academics, or indirectly, as the demand that education should be vocationally relevant.

Rather, I believe, the cause lies in the nature of English studies itself. The subject, when I read it at Professor Holloway's university, took for granted the Arnoldian virtues of "elevating and humanizing" and was even slightly suspicious of Leavis's attempts to update them. What it never questioned was the role of essentially Victorian concepts in a mass democratic society and what it never recognized was the changed role of literature in this society.

It appears that most societies need some form of imaginative, creative activity, textual or oral. The functions ascribed to this activity vary, but common to all descriptions is that this imaginative creativity is a structuring of our response to an inchoate reality and that this structuring gives that reality a significance which in turn enables us to respond to it meaningfully and in such a way that enables us to "fit" with "our" culture.

The root functions of this activity (let us call it literature) are firstly to structure and thus give significance to our response to reality, and secondly to fit this structure into a cultural consensus and thus maintain the cultural cohesion necessary to any society. In performing these two functions, literature inevitably embodies the complex value system of which it is a part.

The Victorian value system, of which Arnold was an articulate part, was literature, classical and Christian, thus at the centre of the embodiment of this value system are the literati. If I want to "feel" what it meant to be an English Victorian, one of my best ways is to read the "great" authors of the period. Elton, Dickens, Thackeray, Thompson. One I say the same about England today? I doubt it.

Where our society seeks its cultural consensus, its symbolic structures that enable it to grasp reality is not in Samuel Beckett but in *The Dunes*, in *News at Ten*, in *Come Dancers*. The role of the highbrow authors in our cultural activity is now peripheral, not central. They explore the areas of imaginative activity that the mass media leave to central cultural concern.

So when Professor Holloway admits ruefully that Arnold's idea of English studies "has not been lost," he may well reflect that it is because of the nature of the discipline itself.

Its emphasis on the word, the complexities of internal dynamism of the text, its direct links with past

authors and its power to "elevate" and "deepen" the individual's response, are all at odds with a society where literacy is functional (of use for form filling) and not cultural.

The need is to cope not with the problem of the introspective alienated individual tortured by the unacceptable demands made upon him by society, but with the more common and socially more important problems of maintaining a cultural identity in the face of the multifarious global reality with which we are now faced and of enabling the individual to structure and thus cope with that reality in a way that meets the demands of both the world-out-there and the culture of which he is a part.

The mass media, in a subtle and complex way, can manage to combine and achieve the apparently opposite aims of maintaining a cultural consensus and preparing and enabling the culture to adapt this consensus to the demands of the world-out-there change over time.

Central cultural needs are thus answered by the mass media and if university departments brought to these the same academic rigour that they apply to historic written texts, the need to defend themselves may be diminished. Or, on second thoughts, let them leave us in the polytechnics to do so.

Yours faithfully
S. H. FISKE

Department of Social Studies,
The Polytechnic of Wales.

from Professor Alastair Fowler
Sir—Like Dr Richards (*THE*, March 5), I have reservations about some of Professor Holloway's views but I feel that Dr Drax's reaction calls for more immediate comment. Milton, Wordsworth, Dickens and Arnold may have written before the foundation of the English Tripos; but they did not write without benefit of a literary education, directly and indirectly.

Long before English studies as we know them began, literary criticism was taught within the disciplines of grammar and rhetoric. Without the academic study of such subjects literature as we know it is inconceivable.

Dr Drax asks whether "the best authors today [are] to be found among the academic staff of our universities". The answer is yes, very many of our best writers, particularly younger writers, teach or have taught at universities. Irs Murdoch, Angus Wilson, Kingsley Amis, John Wain, Geoffrey Hill, Charles Tomlinson, Norman MacCaig, Alex Scott, William Empson, and Malcolm Bradbury; these names and many others spring readily to mind.

For the United States the list would be very much longer; it may be enough to mention here John Keats, Peter Taylor, Robert Lowell, William Merrell.

The question, however, seems to me beside the point. The main effect of a good English department is likely to be indirect,



Matthew Arnold: right about national literatures.

through literary criticism, advice to publishers, school teaching, etc. I doubt some of Professor Holloway's comments were ill-judged. But I can sympathize with his anxieties. There are grave dangers ahead for our subject. A mathematician is almost the last subject who should pronounce on this situation—unless it be a philosopher.

Disciplines in which texts matter supremely, in which texts provide adequate resources are assigned to such subjects, there is a real risk of what might be something like a Dark Age.

The achievements of the present and the recent past (I have not noticed a "modern decline of English literature") could be lost quite easily. The narrowing of the English curriculum at some universities is an ominous sign.

Yours sincerely,
ALASTAIR FOWLER,
Regius professor of rhetoric and English literature,
University of Edinburgh.

from Dr Park Honan

Sir—Though John Holloway's warning for survival call for English studies (*THE*, February 20) has

aligned with his illegal seizure of the crown.

Yours faithfully,
ANTONIA GRANSDEN,
Department of History,
Nottingham University.

Lodger tax

Sir—Appeals for student accommodation frequently appear in local papers. Before committing themselves, we think people should be made aware of one pitfall, other than the Rent Act.

By giving accommodation in your own house, the law says that you are carrying on a business. If you have to let a room, you may well set a liability to Capital Gains Tax on any increase in value of the house while the student is staying with you.

It has been singularly difficult to get information on this in a form that ordinary people could understand, but we have now had an official ruling on this matter from the Inland Revenue which will interest all concerned in student affairs.

It says in effect:—

• To avoid this liability, the student

valuable points, I think it is wrong for us to continue to misinterpret Matthew Arnold.

Arnold advocated "the study of portions of the best English authors" in the schools, or at the pre-university level, where pupils of course would be studying other subjects at the same time. He never advocated an exclusive concentration upon English literature at the university or, indeed, at any other level.

It is worth reflecting what Herder, Goethe, Dr Arnold, Matthew Arnold, Chaucer, and Browning—to name a few—would have thought of English as a single honours subject. Having studied literature comparatively at Rugby, Arnold, as an Oxford Fellow in the mid-1840s, absorbed Herder's and Goethe's comparative method and belief in a world literature.

Almost all of the Victorians whose names are now summoned to support or defend the existence of English as a single honours subject would surely have been appalled by the notion, Matthew Arnold, for example, expected any adult seeking cultivation to study English authors in conjunction with continental and classical authors.

In short, Victorian Englishmen, and Herder and Goethe before

must live with the family, and have his meals with them;

• If the student "does for himself" in a bed-sitting-room, for example, then a definite liability arises.

We give an example to show how the tax is calculated. The tax is based on the increase in value of the house, not on the actual value of the house.

Say a house was purchased in 1971 for £10,000 and sold in 1976 for £20,000—a not unrealistic figure in this part of outer London. The 15 per cent of the total accommodation, for 33 weeks of each of the five years.

Then, according to our calculations, the taxable gain is 15 per cent of £10,000, multiplied by 33/52, i.e. 17.7 per cent—half the standard rate of income tax—and 30 per cent of the householder's tax rate of £167 and £228.

Notice—particularly that it is independent of the rent charged the

student, be it £20 or 20 pence, or of course it is in addition to the ordinary income tax on any rent.

So the remarkable situation comes about by taking a student in response to such an appeal, you could end up by paying an actual loss.

Now it may well be the case that the Inland Revenue is embarrassed by the situation of a law brought in over 10 years ago, at a time when annual inflation was 1 or 2 per cent; and that they do not in fact assess ordinary householders who offer rooms to students.

Nevertheless the threat remains a sword of Damocles; and it is believed it may often quite easily be used to deter people from offering accommodation. After all it is a people the house they live in is their main asset, and even if the main asset is not on sale, the usual heirs to pay an inheritance tax on their new house.

That this situation is quite ridiculous.

Yours faithfully,
D. G. DOUGHTY,
Horticulture Society,
Welford Cottage Group,
Kiln George Avenue,
Rushby, Leics.

more letters page 15

American takes on Scots politics and wins

Dr Henry Drucker of the politics department at Edinburgh University was accosted in the street last week. Into his hand was thrust a couple of those duplicated sheets beloved of the sectarian Left, illustrated by cartoons of top-hatted oil barons and promising a number of his sole reason for existence, others no longer accept it as defining the whole extent of their activities—or even, necessarily, their primary objective.

A range of diverging attitudes towards aims and purposes has developed, generally corresponding to differences in the press's relative size, economic arrangements and relationship to host universities. The enormous increase in publishing costs brought about by inflation in the last two or three years has highlighted this diversity: decisions which have had to be made on strategies for survival have pointed up important policy differences.

One of the unit's immediate tasks is to set up a depository, in 1976 in or about Scottish politics. Political pamphlets and backroom periodicals will be a vital record for future historians of the setting up of the Scottish assembly and the rejuvenation of Scottish politics through oil, and Dr Drucker is storing all he can find.

Spurred by a £500 "seed corn" grant from the university, Dr Drucker, who is American, has taken upon himself the organization of the unit, which he hopes will flourish and become an international centre. Immediate aims are modest. He and colleagues hope to collect all sorts of political literature and compile a register of literature and politics which can be used by scholars and students alike.

The unit's first venture was a seminar held in January on the devolution White Paper the proceedings of which, including papers from Professor J. F. MacIntyre, the Labour Party's spokesman on the subject, and Dr Drucker, the Scottish National Party MP, have been recently published as a special issue of the *New Edinburgh Review*.

Dr Drucker plans to publish several bibliographies of Scottish politics, together with a catalogue of research on Scottish public life in the broadest sense. "Two years ago no one of any academic respectability would admit to studying the subject," he says. "Now a Scottish politics department intends to offer an option in the subject, and American and foreign academics by the score have been in touch asking for details of Scottish politics as a case study in recent nationalism and about its academic students."

Likewise, Scottish public servants and businessmen have shown through their interest that the unit and its embryonic collection of data is likely to fulfill a useful purpose.

Dr Drucker is what an American sociologist once called a "cosmo-politan". He admits it was probably no coincidence that he, an American, began to take a serious interest in Scottish politics early on. Scottish academics were afraid of the subject because they feared to be labelled provincial.

In practical terms, Dr Drucker hopes that as the depository collects material he will be able to ask the Social Science Research Council for money. Already a number of would-be research students have approached him and he considers it would be very useful if, say, a number of SSRC studentships were made available to the unit, outside the politics department's own quota.

The Scottish political situation, the building of the assembly, the anxieties of Scottish local government in the face of a devolved government, the mechanics of devolution itself—all present an unparalleled opportunity for detailed study.

Dr Drucker's ambition is that his three rooms in the politics department, together with his energetic entrepreneurship, could form the basis for it.

David Walker

Small presses feel the squeeze

It is a curious feature of British publishing that, with two notable exceptions, its university presses range from the small to the tiny. In the United States a very large number of substantial university publishers virtually dominate the academic book market; here, the commercial publishing houses supply most academic needs and the university presses, except for Oxford and Cambridge, are usually regarded as filling the gaps. Traditionally their function is to produce books, monographs and lecture notes which would not find a readership to represent viable commercial ventures.

Rut unlike America the British small presses have never been a homogeneous group with similar aims and although a number still regard the "gap-filling" function as their sole reason for existence, others no longer accept it as defining the whole extent of their activities—or even, necessarily, their primary objective.

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David Walker

The university presses have had a difficult time in the current state of the economy. Frances Hill looks at what the small ones are doing to stay alive.

titles five years ago), putting more money and effort into sales and publicity, travelling round the country to visit major customers twice a year, holding exhibitions—there was one recently in Salford—and "going out on the look-out" for books to commission.

Manchester is trying to take advantage of the marvelous opportunity in Clive Lohr's words—presented by a lot of commercial publishers cutting down on the academic side owing to the greatly increased costs of academic publishing.

It might seem a matter for wonder that a press the size of Manchester, let alone Sussex or Liverpool, can hope to succeed where the commercial publishers are beginning to fail—or, at least, to anticipate failure. The university presses do, however, have certain built-in advantages, apart from the grants on which they are not obliged to make over-

subsidies: they are not obliged to make over-

graphs and both Chatto and Windus, set up by Chatto and Windus and Sussex University in 1963 with the aim of being self-supporting in a few years, and to a lesser extent, of Liverpool.

While all the smallest presses rely heavily on the grants of the state, they usually receive help through "hidden subsidies" if not actual grants, are closer to being financially independent. All have made cost economies by experimenting with cheaper printing methods and "shopping around" among printers, but whereas the smallest presses usually rely on grants on these methods for savings, most of the larger presses have also adjusted publishing policies, attempting to expand to meet new opportunities.

Manchester University Press publishes about 450 books and monographs in all academic fields. Its publications consist mainly of works of original research in the social sciences and arts, but include a series of essays by French and Italian texts and an Old and Middle English text series, all aimed at the undergraduate market. Last year it produced a new edition of Rosset's *Poems of Love* which, it hopes, will "in due course get accepted round the course." This year its new book, *Two Renaissance Plays*, like most university presses Manchester depends heavily on the American market for profit-making sales. It tries to get an American co-publisher on most titles, notably, *The Noble*, as well as university presses there. Clive Lohr, Manchester's marketing manager.

Although 90 per cent of Manchester's authors are academics it has published several books of interest to a general non-academic interest. *The Classic Story*, by Robert Roberts, on the social history of Salford, which has sold well since its publication four years ago and gone into Pelican paperback, is to be followed this autumn by Roberts's autobiography on "growing up in a slum street." A selection of essays by Victorian writers who lived in Salford with poor people is to be brought out soon in conjunction with Fontana.

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structure has led to a "certain number" of interdisciplinary books. But the press is wary of books which may "fall between two stools" by "being peripheral in two or more main subjects". It would not consider publishing a book which would sell less than 1,000 or 1,500 copies—less would be uneconomic. Scholarly monographs, necessarily among the poorest sellers, are priced high enough to prevent their making a loss. It will publish 10 new books this year.

By contrast Edinburgh, although the second largest small press, "would never expect to be self-sufficient," says A. R. Trumbull, its director. It receives a grant from the university which now represents "20 or 25 per cent" of its income, having been eroded by inflation over the past few years. It also relies greatly on help from the Scottish Arts Council, the Carnegie Trust for the Universities of Scotland, the Wellcome Foundation and a well-intentioned individual. Its aims are strictly traditional.

Because it is a "loss-making" enterprise, says Mr Trumbull, "it has got to be far more cost-conscious than a commercial publisher". It has experimented widely with cheap printing methods, and "Edinburgh has the reputation of having the cheapest, most blood-sucking people for getting a book into print," says Mr Trumbull. "Best done" a printer's estimate from £3,925 to £2,905. But even with these economies Edinburgh is more vulnerable to the effects of inflation than a more commercial small press. Its output has decreased from 35 books a year, three years ago, to its present 24.

Leicester University Press tends to publish works of scholarship which contribute to learning, says L. Boulton, its director. It is "an avenue for books which commercial publishers are not willing to take on".

Leicester's press has built up a reputation for scholarly works in the fields of English local history, archaeology and the Victorian period, since the university itself is strong in those areas. Its monographs normally sell no more than 1,500 copies, and the press is careful to "print the right number, price books properly and find the specialist audience" for them; to use available funds to the best possible effect. The university provides a small grant, but this is not in itself sufficient to cover all costs. Leicester publishes 12 to 15 works a year.

Hull is one of the smallest university presses, relies heavily on a university grant and primarily publishes works of members of the Hull University faculty. It produces monographs and "occasional papers" under its own imprint but, like Durham, Newcastle, Glasgow and several of the other smaller presses and publishing departments, publishes books through the Oxford University Press, which handles publicity and sales.

The press is not a very flourishing concern, says Philip Marking, who is director of publications in its "non-existent spare time" as well as Hull University's chief librarian and one of England's finest living poets. The next step would be to appoint a full-time director of publications but that issue has been shelved until "the present blizzard stops blowing". Hull has published "half a shelf of books" since its foundation in 1959, many of which are of an extremely specialized or local interest.

The publishing department of the School of Oriental and Asian Studies, London University, is perhaps the best example of a small press with the sole aim of publishing original research

which would not otherwise get into print. The school decided to set up the department because the areas in which its faculty do research are so "obscure" that the chances of their books and monographs seeing the light of day by any other means was "almost nil," says Martin Daly, the department's full-time publisher.

The school provides a grant which covers overheads and Martin Daly's salary, and the department "tries to recover production costs". Most of its books are published through the Oxford University Press, under the OUP imprint.

This department aims to publish "any indispensable" textbook or contribution to knowledge in the school's field, however tiny its market. It may print as few as 150 copies of a work—if necessary asking the author to type the manuscript out on stencils and then putting most very of specialist works will be put into microfiche at a fifth of the price of conventional printing, Mr Daly believes.

Given the divergence of aims and methods among the small university presses it is difficult to see how they could work together and pool resources, but there is a growing feeling that they should try to do so, at least to a degree.

Ken Dixon, a publisher who has worked with Routledge, has proposed operating as a joint marketing and publicity manager for several of the presses, and two at least have shown an interest in the scheme. Joint marketing to universities and bookshops, visits to colleges, exhibitions and so on, if they ever became feasible, could perhaps help the small presses through a difficult period.

David Walker

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'Reform teaching or face student rebellion'

Unless teachers admitted they needed proper training to teach and unless there was a revolution in teaching methods, there would be another student rebellion more devastating than that of the 1960s.

This forecast was made by Professor Patricia Cross, visiting professor at the University of Nebraska and immediate past president of the association.

The era of expansion had passed, she said, with hardly any effect on the practices of the average teacher. College instruction remained very much as it was 300 years ago.

Academics who valued knowledge took a perverse pride in maintaining their ignorance about the process of teaching and learning, she said.

Teachers were conservative in the practice of their profession: they believed that traditional instruction should be improved first, and only then should money be spent on innovation and experimentation.

But change was coming. The "institutional revolution" was now the hottest topic on campus. It was being helped by major pressures, said Professor Cross.

The plateau in student enrolments meant the loss of teachers' mobility. To gain acclaim in their own institutions they therefore had to reach better.

Students were beginning to see themselves as consumers of education, demanding delivery of promises made in the catalogue. The falling value of a degree

meant the competency of graduates was increasingly important. Good community colleges now had all kinds of teaching-learning alternatives: open-date enrolment in self-paced courses, laboratories equipped with a variety of media, computer managed and computer assisted instruction, learning laboratories staffed by specialists and teachers who wanted to be teachers rather than researchers.

Students from these colleges who went on to four-year universities and found they had to pay more money for less efficient teaching were going to rebel.

The rebellion could be avoided if innovators could blaze a trail promising enough for the bulk of teachers to follow. This was now beginning, the "personalized system" (PSS) was spreading rapidly in the social and physical sciences; computers allowing students to work at their own pace were replacing discussions which simply consisted of teachers asking questions about content; lecturers were being challenged by their best performance; and, sometime in the future, the "assembly line" of education (the semester, credit-hour and grading system) would have to be abandoned.

Most people said individualized learning was too expensive. But, said Professor Cross, traditional education was extravagantly individualized for teachers rather than students. Things could be done differently. Britain's Open University had shown one way.

Ethnic studies seen as 'front' for White chauvinism

Ethnic studies were highly controversial among administrators, teachers, students and the public and their status was confused and poorly organized, Professor Richard Gambino, director of the Italian-American studies programme at Queens College, City University of New York, told one discussion session. The reason was the ethnicity itself was highly controversial in America.

Many competent teachers refused to participate in ethnic studies because of the hierarchical system by which various ethnic groups were regarded. This had left a large part of the field in the hands of incompetent enthusiasts, propagandists for various ethnic chauvinisms and opportunists.

Some courses were merely "fronts" for ethnic chauvinism, spreading the message that one ethnic group was superior to another. "The effect," Professor Gambino said, "is to paralyze people and alienate groups from each other. They provide intellectual American fear of social fragmentation."

Historically, this fear had resulted in campaigns praising

WASP (White Anglo-Saxon Protestant) values which systematically suppressing all others.

But ethnic awareness need not result in parochialism. A scholarly basis for positive appreciation of other groups' "peculiarities" and less biased judgments about their cultural contributions.

For this to happen, however, the present "ghettoization" with mostly members of an ethnic group teaching about it or studying it, needed to be opened up.

There was a prevailing myth in American education of a "universal culture". It was partly a vestige of the eighteenth century and partly the result of the need to Anglicize and Protestantize the millions of new immigrants. The goal of this myth was to dilute the "higher culture" of purged of ethnic distinctions.

This approach, said Professor Gambino, was "baldheaded". Ethnic studies, he argued, could lead to a more genuine American culture. But they depended on the responses of those administrators, teachers and students who had so far shunned them.

A report on the annual conference of the American Association for Higher Education, which has been taking place in Chicago.

Equality v. quality: a key problem confronting the universities

One of the largest conferences in the American educational calendar—the annual gathering of the American Association for Higher Education—was held in Chicago last week. About 2,000 members spent three days in discussion, lectures and study sessions.

There were no formal conclusions or executive mandate. The association is not a lobby group, has no policy of individual rather than group membership. Its conferences—there have now been 31—aim only to examine the major issues in education at the time.

This year the theme was equality and quality. The two concepts dominated the 87 discussion groups, but they were not separated: on the

agenda the single word equality appeared, with the letter "E" being printed in a different colour. The most forthright address was the opening general session, when Mrs Eleanor Holmes Norton, New York's commissioner of human rights, accused the academic community of ignoring the main issues of equality in society and of opposing all attempts to enforce equality within academic institutions themselves.

Sex equality was a major theme in all discussions: it has been a dominant issue on the campuses and in the media this past year, especially as there is now evidence that the percentage of women lecturers is falling. Retrenchment has all but abolished the gains made by affirmative action.

Another issue, echoed in the study

sessions, was the place and role of private colleges. Would the private viable? What was their function and purpose? How were they planning to fit in with the public? The issue is again one of equality: the private colleges have considerably this past year. The question was whether the public colleges could or should be standards—just as private colleges did.

Considerable discussion took place on the particular crisis in New York: the end of open admissions at the City University and the implications for similar experiments in other major universities. Other major topics were ability, privacy, planning, legislation and new methods of teaching and learning.

'All-the-same myth destroys education'

Lack of aptitude was an insurmountable barrier to higher education which man could not remove, Dr John Silber, president of Boston University, said in a paper. Society could not educate a person without aptitude; all it could do was to create a redundant place in college for him, engage redundant teachers to fail in teaching him and finally award him a fraudulent diploma.

"An educational system that encourages futile attempts at impossible transcendence is at best a cruel deception. At worst it is a racket," said Dr Silber.

He had no objection to the idea of educated carpenters and janitors; it was simply that those who had the aptitude for higher education ought to get it. It was folly to say that anyone could learn to do anything.

"It is a sign of the extent to which standards have been abandoned that I need to point out that not everyone has the ability to be a surgeon or an air traffic controller, no matter which course of study he is exposed to," he said. The claim that everyone had equal ability was still more pernicious when it said that anyone could gain a credential for any job he wanted, Dr Silber said.

"Every time we go up in an airplane it becomes a matter of life and death to us that the credentials given air traffic controllers be entirely honest ones."

Dr Silber added: "Water in a milk carton is still water. We cannot offer higher education by traducing the very concept through mindlessly egalitarian certification that ignores competence. When we do, we deny the purpose and destroy the value of an education."

The public should not, would not and ultimately could not tolerate the practice of equating equal opportunity with equal achievement. But the large majority of citizens who cared about achievement could be persuaded to support practices that would lead to equal opportunity.

Dr Epstein said nothing could have made the world or an already distrustful nation than a flourishing of hypocrisy among truth-tellers and of turning to expediency in hard times among those who spoke of principle.

But this had begun to happen. "How can campuses complain that government is undermining the merit system when grade inflation is rampant and making an honest man feel like a fool?" he asked. "How can they sneer at commercial advertising methods when their own brochures offer a false resemblance to what happens in the classroom and when apprehensive schools report in slogans and gimmicks and

Dons 'ignore civil rights issues'

In a strong attack on the record of academics, Mrs Eleanor Holmes Norton, New York City's commissioner of human rights, accused universities of failing to champion equality either within themselves or in society.

They had virtually ignored major issues, like busing the racial mix in cities and the conflict between seniority and affirmative action, she said.

Universities had richer resources with which to work out solutions to society's racial problems than politicians, judges or the Government. No other employer was in a better position to influence Government equal opportunity policies than the universities.

Instead, universities had pleaded that they were in a special case, and their efforts had gone into fighting affirmative action. "Nowhere in all corporate America, with its racial lack of identification with justice, has so negative a development towards equality emerged. It has fallen to the universities to speak for the recalcitrant employer."

There was a need for clear analysis and detachment on such issues as busing, Mrs Norton said. But there had been scant attention from academics. In today's climate for racial equality, Professor Coleman's suggestion that busing had an "encouraged" "white flight" would only contribute to controversy.

The need is not so much for less criticism of the mechanics of integration as for a more forthright search for answers to complicated new issues that arise as we untangle our tortured racial past.

Professor Coleman's conclusion might have been received differently in a more balanced study. In the absence of a committed search for alternatives, civil rights

leaders felt they could not accept in limbo about busing or on integration techniques. No professors were now coming by the successes and failures of "magnet schools": nor was any scholarly leadership in the question of "white flight" and its effect on the cities.

"I would be the first to say that higher education cannot or should not always pursue the utopian ideal of racial justice," Mrs Norton said.

You are not society-applauding problem solvers. But you are always voicing a false concern for equality in America. Someone has to stand up with both reason and justice. If not you, who?"

Blacks: an equal chance?

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You are not society-applauding problem solvers. But you are always voicing a false concern for equality in America. Someone has to stand up with both reason and justice. If not you, who?"

Cuts expected in wake of teacher training changes

from George Morgan

Measures currently being considered by Mr René Haby, Minister of Education, for a major reorganization of teacher training are likely to produce far-reaching changes in the nature and function of French universities.

The measures, part of M. Haby's reform package for secondary education, will bring about sharp cuts in student numbers—particularly in more advanced courses—and will transfer much of the responsibility for teacher training to the government-appointed rectors, or chief education officers.

At present, teacher recruitment examinations, notably the CAPES and agrégation are held after the fourth and fifth years of specialist academic training. If M. Haby's plans are implemented a new "pre-recruitment" examination will be held after the two-year general studies diploma, the DUEG.

Students accepted for teacher training will then go on to spend two years in new teacher training schools acquiring further academic specialisation and a pre-professional grounding.

A final recruitment examination will consist of the final stages of the course before trainees are given their first posting.

The effects of these apparently innocuous changes are likely to be enormous in university circles, particularly in arts and science faculties, where the majority of students are enrolled for licence d'enseignement, or teaching degrees, the nearest equivalent to the British honours degree.

The new pre-recruitment examination is certain to lead to a dramatic cutback in numbers in the third and fourth years. M. Haby has announced that each university should be allowed to "pre-recruit" as many trainee teachers as there were vacancies available in the local académie. One department head has claimed that in his field alone this would entail a drop of 5,000 students.

On top of this, the number of CAPES posts, the number of which has fallen from 7,150 in 1974 to 5,000 this year.

Many academic and student organizations view the new plans as a means of introducing selective entrance to the universities. At present teaching provides jobs for only 10 per cent of students enrolling for courses in their first year. The result is generally a massive drop out rate and the need for many students to reconvert during their studies.

Another reason put forward for the plan is the Government's policy of 38 per cent largely due to Vincennes' policy of developing professionally oriented courses and evening classes designed for worker students.

Vincennes has firmly resisted all suggestions of introducing a new licence and is calling for the extension to other universities of its own non-bacheliers experiment, which allows worker students to enrol without the traditional entrance requirements.

Australia

Universities 'get too much'

from John Kirkaldy

As Australian students return to universities for the start of another academic year, an attack has been made on the whole national concept of university education.

Mr A. C. Mills, the New South Wales director of apprenticeship, claims that too much money is being spent on universities and not enough on technical education.

In the last Federal budget Australia spent \$827.4m on universities and colleges of advanced education but only \$101.3m on technical education, which showed that 109,400 out of

of steering universities towards a more vocational approach. In future first-year students will be asked to choose vocational courses when enrolling, and candidates failing the pre-recruitment examination will be obliged to transfer to professional courses.

Another crucial aspect of M. Haby's plans concerns responsibility for running the new teacher training centres. The minister has now given up the idea of building separate premises to house the centres, which are to be purely "administrative entities". Students will follow courses at the university as at present.

However, the content of the licence d'enseignement programmes is to be decided by the ministry, and laid down in contracts to be signed by the universities.

Overall responsibility for running the centres will be given to the local rectors, although the centres will be headed by a coordinator who can be a senior academic.

M. Haby, however, has no intention of allowing the universities to run the centres. More than once he has expressed the opinion that they are not competent to train future teachers.

Vincennes wins breathing space

Vincennes University (Paris 8) has won the first round in its struggle for survival (THE, December 5, 1975). Protests aimed at drawing attention to the chronic overcrowding at this experimental university set up in 1968 have resulted in the allocation of premises formerly used by the army.

The building, which gives an extra 5,000 square metres floor space, was occupied by university students and teachers last November backed up by the whole university council. The cost of conversion has now been paid by the Government and the first classes are to be held before Easter.

M. Claud Frixoux, president of Vincennes, claims, however, that the new annex is merely a stop-gap measure. It further adds that Vincennes' numbers will again increase next year to over 40,000.

This year enrolments went up by 38 per cent largely due to Vincennes' policy of developing professionally oriented courses and evening classes designed for worker students.

Vincennes has firmly resisted all suggestions of introducing a new licence and is calling for the extension to other universities of its own non-bacheliers experiment, which allows worker students to enrol without the traditional entrance requirements.

Mr Botha: "Power-sharing"

Holland

Selection by lottery to stay

from Arnold Lissauer

A numerical lottery by which 10 subjects, the "lottery number" as this year, will operate in the coming academic session.

As before, the position of prospective medical students will be the most difficult. It is expected that more than 3,300 students will have to compete for a maximum of 1,900 places.

Another estimated 1,500 would be students seen "outside" as of Holland and the Netherlands. The lot is to be decided by lawyers (12), followed by psychologists (12), and economists (307).

Four per cent of academic professional people are unemployed, compared with 5 per cent of the total work population.

South Africa

Report urges pay parity for Blacks

by Sue Reid

The Government has reaffirmed its intention of giving the Bantu people a greater share of the control of their own universities and of narrowing the wage gap between Black and White academics in higher education.

The pledge has come in the wake of a top-level commission report into serious disturbances at one of the country's leading universities for Black students, Mr Justice Dikane, in a statement issued on the mission, investigated unrest which occurred at the University of South Africa in September 1974, and published his findings in a special report last month.

Differences in salaries paid to Blacks and Whites at the university should be ended as a matter of absolute priority, said the report. The university should be controlled by a Black majority council, designated by the homeland government concerned, while the teaching and administrative functions should be the joint responsibility of Blacks and Whites.

The report added that existing legislation governing Bantu education should be amended so that the University of the North, like the White universities, could be autonomous.

Now, following the report, Mr M. C. Botha, Minister of Bantu Administration and Development, has announced that the Government will be introduced in the future.

It was, he claimed, Government policy to give a greater share of control at the University of the North to the Blacks and to narrow the wage gap between White and Black academics there. Amending legislation was currently being examined.

Mr Botha rejected a recommendation in the report that post-graduate students should be able to study at any South African university—Black or White—subject only to academic requirements.

He said that post-graduate applicants to White universities were already considered on merit and approved in the cases where the Black universities did not have the facilities.

It is generally accepted that unemployed and disadvantaged young people are the most vulnerable to the influence of the huge Communist gains in last June's regional and local elections.

Presenting his Government's programme to Parliament recently, Prime Minister P. W. Botha said a five-point plan was being worked out to find occupation for about 50,000 graduates and school leavers. One aim was to make apprenticeship

West Germany

Bonn spending squeeze means bigger parental contributions

by Günther Kloss

Some 80 per cent of all recipients of student grants in the Federal Republic have since January of this year had a drop in the monthly allowance paid to them of about 10 per cent. The cutback in public expenditure announced by the Government last autumn and since approved by Parliament, (THE, October 31, 1975).

Although the maximum grant payable DM 500 a month (about £108), has been raised by 10 per cent as a one-off measure, the biennial review of the level of support which takes into account the rise in the cost of living has been postponed for two years.

The new maximum of DM550 is still considerably below the amount which student welfare offices calculated as long ago as 1974 as being barely adequate to meet minimum needs.

The "rise" does in fact by no means compensate for the steep increase in the cost of living and the reduction in the level of support which German students have had to face since awards were last increased by 20 per cent in 1974.

Although the average rate of inflation in West Germany has not exceeded 3 per cent and students do not have to pay tuition fees, they have been hit especially hard by increases in the cost of transport (often more than 20 per cent) and over six years it takes at present to obtain a first degree, the impression is unavoidable that, notwithstanding the need to prune public expenditure, the Federal and State governments are deliberately making it more difficult for qualified grammar school leavers to be able to afford higher education. Inevitably this will reduce the number of applicants, thus lowering the pressure for further expansion of the higher education system.

Not surprisingly, it has also been established that because of the cost involved in administering a mixed grant-loan scheme actual savings can only be achieved if the loan share of the total amount exceeds 40 per cent.

As students struggle for financial reasons to complete their courses in less than the average time over six years it takes at present to obtain a first degree, the impression is unavoidable that, notwithstanding the need to prune public expenditure, the Federal and State governments are deliberately making it more difficult for qualified grammar school leavers to be able to afford higher education. Inevitably this will reduce the number of applicants, thus lowering the pressure for further expansion of the higher education system.

Italy

Graduate jobs plan launched

from Patricia Clough

Rome

Italy's fragile new majority Government has vowed to find work for some kind of new work for the country's 1,250,000 unemployed. Youth unemployment is regarded by most political parties here as one of the most potentially explosive social consequences of the present economic crisis.

Young people, and particularly graduates in search of their first job, are finding even more difficulty than trained workers in finding employment.

It is generally accepted that unemployed and disadvantaged young people are the most vulnerable to the influence of the huge Communist gains in last June's regional and local elections.

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Sweden

Nearly one in four students 'come from working-class'

from Mike Duckenfield

STOCKHOLM

Although the proportion of all university students coming from working-class homes rose from 16 to 23 per cent during the 11 years up to 1974, there were still considerable differences between faculties, according to a recent Central Statistics Board report.

While the proportion of those entering medicine only rose from 10 to 14 per cent of the total, that for law rose from 6 to 17 per cent and that for social science, humanities, mathematics and natural science from 17 to 24 per cent.

The higher proportion of working-class students were found in technical studies (one-third) and training for teachers of children aged 13 and older (27 per cent).

According to the latest half of all children are born into working-class homes.

BOOKS

For the morally fit

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Colin MacCabe

Seeing eyes

An Introduction to Perception
by Irvin Rock
Collier-Macmillan, £8.50
ISBN 0 02 402490 2

As its name implies *An Introduction to Perception* is intended for the student who is just beginning the study of perceptual psychology. It is, in fact, entirely devoted to the psychology of vision, and says nothing about the perception of speech, for example; however, sight is the most thoroughly investigated of our special senses. The book is not perhaps as exciting as, say, Richard Gregory's best-selling *Eye and Brain*, but it is carefully written, sensibly organized and pleasantly illustrated.

Dr Rock places the theory of perception in between visual physiology and cognitive psychology; he defines his scientific standpoint in the first chapter, and states his main conclusions—such as they are—in the last. In the intervening chapters he is at pains to work systematically through the various problems and phenomena which visual psychologists have to deal with, and he explains clearly and without bias the alternative theories which have been proposed to account for different aspects of visual illusion, and the evidence which enables one to choose between such theories. He covers, in turn, the perception of size, of distance, of direction and orientation, and discusses the phenomena of movement, perceived form, geometrical illusion, illusory after-effects and natural colour.

The author's theoretical approach obviously owes a substantial debt to J. J. Gibson's concept of the "optic array", a term which, broadly speaking, denotes the whole of the input to the visual system, particularly those features of it which can be described in geometrical terms. But this work, and Rock's own research, have brought us to a point where, the burning questions that vexed the manner in which the visual system carries out its computational tasks, and on this subject the book is notably silent.

It would be ungracious to criticize an introductory textbook for omitting to mention recent artificial intelligence work on vision, since most such work is highly provisional in its findings. But the problems confronted by artificial intelligence workers such as Waltz and Clowes in this country are central to the theory of vision, even if the algorithms which they propose are subject to revision. Ultimately the visual psychologist has to describe in detail the way in which visual information enables us to make appropriate motor responses, or avoiding obstacles. Perhaps the next edition of *An Introduction to Perception* will have something to say about these fascinating problems.

H. C. Longuet-Higgins

Conserving amount

Invention and Discovery of Reality:
The Acquisition of Conservation of Amount
by E. J. Pell
Wiley, £5.50
ISBN 0 471 67795 7

"If nothing is added or subtracted amount remains the same" may seem commonsense but young children do not argue in this way. A child, having agreed that two balls of plasticine contain equal amounts of plasticine, will say if one ball is rolled into a sausage or flattened into a pancake, that the amount in the reshaped ball has become greater. In *Invention and Discovery of Reality* Pell considers the developmental sequence whereby the child moves from using a perceptually based judgment—"longer means more"—to applying the "nothing added, nothing subtracted" (NAS) criteria, thus conserving amount. Her book is a rigorous work, analytically subtle and experimentally elegant, which adds to our knowledge of an important process.

Having reviewed previous studies and theories concerning the acquisition of conservation, Pell develops four models and tests their differing predictions. Model one (Bauer's) describes the child as moving directly from using one-dimensional perceptual criteria to employing the NAS criteria. In model two the child is thought to be both using two one-dimensional perceptual criteria and independently developing the NAS criteria. When he realizes that there is a conflict between saying "more in A because it is longer" and "more in B because it is fatter" he shifts to the NAS criteria. Model three (Piaget's) sees the child as compensating for perceptual changes by thinking "as it gets longer so it gets

thinner" and simultaneously developing the NAS criteria. Model four describes the process as one in which the child initially uses single one-dimensional criteria, but, on becoming aware of contradictions between "longer and thinner" or "shorter and fatter", coordinates the dimensions and agrees that amounts can be equal even when objects differ in shape. He then develops the NAS criteria. Pell demonstrates that the models make differing predictions concerning the stage in conservation acquisition when, for example, the child will become unsure of the A versus B perceptual judgments. After testing the various predictions she concludes that a modified model four, in which an encompass model three, is the most accurate account of the child's route to conservation.

This book is valuable in three ways: first, in providing an authoritative review of previous research with some sharp comments on other studies. Second, it gives a coherent account of the process of conservation acquisition. Third, it is a good example of the value of precise experimentation. The material is complex, the arguments detailed and therefore clarity of exposition is essential. There are very few lapses (in Table 7.2 (page 126) "1.0" looks like "10") but the prediction concerning the choosing B (page 13) would have been clearer if the reader were reminded there, and not on page 149, that X was "perceptual information" and B "deformational information". *Invention and Discovery of Reality* can be strongly recommended for both researchers and undergraduates.

Johanna Turner

Plants at sub-zero

Dormancy and the Survival of Plants
by Trevor A. Villiers
Edward Arnold, £2.80 and £1.40
ISBN 0 7131 2516 0 and 2517 0

The usefulness of our staple grain crops rests upon their possessing just the right degree of seed dormancy for them to be stored easily for several months and then to germinate promptly when sown. Winter leaf crops must develop tolerance of freezing conditions and do so when changing climatic conditions of the autumn. Villiers briefly covers the natural history of these dormancy and other organs, and also describes the physical basis of the climatic changes to which plants respond by entering or leaving the dormant state.

Inevitably the bulk of the physiological information concerns seeds, but the author has covered, within 68 pages, the control of entry into dormancy, metabolism during dormancy, and the factors affecting emergence from dormancy. The

chapter on resistance to environmental extremes is very short and is misleading on the nature of freezing tolerance in plants. Plants do not have much in common with those animals which resist the use of anti-freeze substances which living at sub-zero temperatures, and their solute accumulation has more to do with avoidance of desiccation during progressive ice formation in the plant tissues than it has with inhibiting ice formation in the first place.

Students like to work at an important subject which is insufficiently understood and many of the chapters and tables in this book might suggest a suitable subject for a laboratory project. Material is easy to obtain and the necessary treatments are often quite simple. The book contains much sound botanical sense on the evolutionary, ecological and practical significance of the many aspects of dormancy and should provide a good source of information for first-year undergraduate students.

Digby Idle

Bereavement therapy

Death and the Family: The Importance of Mourning
by Lily Pincus
Faber & Faber, £4.50
ISBN 0 571 10875 X

Lily Pincus brings to the study of bereavement a lifetime of experience as a case worker in the field of marital therapy. She is, therefore, the right person to help us to understand how various styles of marriage give rise to particular problems when the marriage is ended by death.

Thus she describes three marriages "based on projection" in which dependent people idealized their spouses and demoralized themselves. All three suffered severely when their spouses died but subsequently discovered strength which formerly they had lacked.

In four other families, individuals were unable to grieve. In each case psychotherapy revealed that a grief for a previous loss had been repressed for periods ranging from five to forty years. All had insecure childhood attachments and ambivalent relationships with their mothers. In each of them unresolved grief had led to a defensive reaction against emotional commitment, a denial of feeling and an impoverishment of the personality. In psychotherapy, however, it was possible to encourage the appropriate expression of grief with beneficial effect.

Certain professional women tend to lose interest in their professions after the death of a husband. Pincus finds such women to be the daughters of successful, intellectual fathers whom they try to please by themselves becoming successful intellectuals. Their mothers, they see as stupid and intrusive. Queen Victoria is quoted as an example of this type of person, except that in her case it was her Uncle Leopold whom she tried to please and her success was more personal than that of an intellectual. Prince Albert was able to provide the intellectual stimulation and having become an idealized father/husband he died, leaving his widow in a state of chronic grief for the rest of her long life.

A comparable situation can arise in small families without sons where a growing number of professional women choose careers in identification with their fathers. The death of the father may then face the daughter with a problem it is difficult to adjust. Sons, it seems, find it easier to replace a dead father by identifying with him.

"Child wives" are another potential casualty of bereavement and Pincus describes two women who retained childish forms of older attachments. In their childhoods as well as their marriages, these women were clinging and lovely for others. But with the death of their husbands "there was no one to call forth the charm... both became depressed and serious, rejecting their former selves as shallow and silly but lacking any new aim or meaning in their lives."

Purists may find some of this writer's thinking imprecise and she occasionally draws dubious conclusions from inadequate data. She is also inclined to use the psychoanalytic frame of reference rather uncritically. But these criticisms can be seriously detract from the value of the understanding which can be derived from the rich case material presented.

Lily Pincus does not recommend bereavement therapy: all recommends marital therapy for all married couples. She recognizes that for the great majority the transition brought about by bereavement will be achieved without specialist help. But for the minority who are clearly not able to cope with the experience of loss there would seem to be a need for a kind of sophisticated therapy which is described in this book.

Colin Murray Parkes

Lovely look at

Atlas of Optical Tracks
by R. Harburn, C. A. N. Bell, £6.00 and £3.25
ISBN 0 7135 1760 3 and 1760 4

Nearly fifty years ago Sir Dragg originated the technique of constructing "mask" or "optical" patterns which should reproduce crystallographic patterns on visualizing the electron distributions. In crystal then the optical diffraction became a familiar relationship between a structure, a "real space" and a "space" which could be graphed and explained.

Recently, Fourier methods have been extensively used in many other fields as information processing, astronomy and optics. Books have been written by users of these methods equally at home in the jargon domains which a Fourier transform is a mathematical analysis of small number of relations, cases, computational techniques widely used and immensely effective as an tool.

This book has been with Unesco sponsorship as an educational project of the International Union of Crystallography. It is lovely to look at plates, each exhibiting a pattern of simple apertures and patterns of growing complexity, and at times strikingly beautiful, features of regularities and the irregularities of the patterns. The plates show, more clearly, how image details can be filtered.

The accompanying text, in English and French, is not attenuated. Occasionally it becomes obscure, and it is more enough information for those who may have access to their own good statistics. The text is intended to be selective bibliography and would miss so much of the authors' explanation in the plates that it is intended to be so that teachers may use it in whatever way they choose. But many would be willing to sacrifice some pictures in exchange for a text.

The authors suggest that the fields other than crystallography could well be, but for some one would like more explanation of the authors' optical, phonon and computational techniques. More tightly planned sequence of illustrations and comments at least three plates. This book, above all else, a book for teachers in training: as such, it is undoubtedly very good and it proves a valuable teaching tool.

R. M. SIMMONS

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Science journalism

H. G. Wells: Early Writings in Science and Science Fiction
edited by Robert M. Philmus and David Y. Hughes
University of California Press, £8.00
ISBN 0 520 02679 9

Human life has the deceptive tranquillity of an eddy in the stream of the universe; science is a match which man has just struck in the dark, to reveal—more darkness. Like Huxley, Wells set out to dispel the facile anthropomorphism of popular science. Yet his essays, and especially the Calvinistic one of natural selection as a "valley of death". Even the titles of these newspaper pieces are domineering: "Zoological Retrogression", "Concerning Skeletons" and "On Extinction" are characteristic topics. We remember that the young Wells was disgusted as an intractable compunctive.

His emergence as an artist is represented here by two intermediate drafts of *The Time Machine* (the original version "The Chronicle Argonauts"), was reprinted by Bergamini in 1961. The story began as a philosophical dialogue, and was then rewritten as an adventure narrative. This fusion of a conceptual structure and a vivid narrative line led Wells to the poetic intensity of the "valley of death" portrayed in the final episode. To compare the different versions is to get an exemplary view of a writer learning his craft.

The editors' detailed and expert introductions are mainly concerned with unravelling Wells's intellectual development. They show him grappling with the genetic theories which were crucial in the establishment of Darwin's hypothesis. While including his moods of cosmic despair, he progressed towards his mature position of scientific humanism. Like Huxley, he came to see human civilization not as biologically inevitable but as the product of conscious opposition to natural processes. His sense of man's precariousness as a natural species could then spur him on as a political and social reformer. In the last essays reprinted here, he emerges from the gloom to declare the man's salvation through education. He denounces the feudalism of monogamy and property, and dreams of a society managed by Platonic guardians. After this essay, written in 1891, Wells's interests in scientific journalism rapidly faded away. Education and sex would take over from death as the major themes, and too often the obsessions, of his later years. One is grateful for these early writings, in which he saw the cranium beneath the epidermis.

Patrick Parrinder

Chapel culture

Everywhere Spoken Against
by Valentine Cunningham
Clarendon Press: Oxford University Press, £7.50
ISBN 0 19 812066 4

The history of religious non-conformity in the nineteenth century is a chronicle of outward and visible signs of inward and visible decline. Its energy is still manifest in the chapels and meeting-houses built with the pennies of the Victorian poor and middling. Its decay has shown itself in that those same chapels no longer contain the same awe and respect that was once their due. Having reached its zenith, nonconformity suffered a decline which cannot only be blamed on an increase in scepticism, for many were dissent lost its fervour and its will to be dissident.

There had been a long tradition of radicalism, and there had been heroes and martyrs from the time of Cromwell and the Ironsides, but by the time of *Culture and Anarchy* dissent was becoming both culture and conventional. If the Industrial Revolution was the making of popular religion, popular materialism marred the achievement.

As Valentine Cunningham demonstrates, nonconformity had a last press from the Victorian novelist. It is the Melchisedek Howells and Chubbards (like their spiritual fathers the Wholesomes and the Bussys) who took on the stock optimistic role of the hypocrite and who have since been taken as representative of a type. As Cunningham shows, it is Dickens the novelist who chose to caricature the popular preacher, and to cast an unfavourable light on chapel culture, we should balance such prejudices against the fact that Dickens the man was not a preaching churchman but a liberal, if vague, Unitarian. Mrs Gaskell, the wife of a Unitarian minister, was understandably more tolerant, but only rarely does she effectively advocate an alternative to "churchianity".

Cranford, at least, is hardly a Manxman Dissenter's apology. The "dissent" Cunningham implies was out of place in the picture of life presented in the novel. It was too earnest, or too ill-bred, or too incomprehensible. He was either inappropriately or outwardly conforming novelist, or unacceptable to an outwardly conforming public.

Everywhere Spoken Against approaches this problem by contrasting dissent in the novel with the evidence of the vigour of dissent in society. The book is not primarily a work of literary analysis or criticism—indeed it rarely draws distinctions about kinds or qualities of novels—but it constantly illuminates the background to the novel. Cunningham brings a good deal of new material to bear on the interpretation of a writer's beliefs and preconceptions to his work, and he does so in a careful and detailed manner. His traces, for example, the Methodist strain in the Brontës, and he comments sympathetically and stimulatingly on George Eliot's own sympathetic dissenters. The concluding chapter of the book, dealt with the still neglected "Mark Rutherford" and rewardingly examines both the successes and the imminent failure of the nonconformist will.

Andrew Sanders

BOOKS

Russian critics at their best

Twentieth-Century Russian Literary Criticism
edited and with an introduction by Victor Erlich
Yale University Press, £9.00
ISBN 0 300 01863 0

The Benning Professor of Russian Literature at Yale University, Victor Erlich, has provided the means for the general reader to further his knowledge of Russian literature and of the fascinating field of twentieth-century criticism in particular. The author has set himself the double—and exceptionally difficult—task of compiling an anthology of the "best works" of Russian critics, and of accompanying it with a very concise survey of this sphere of literature. It is clear from the preface that the author realizes the difficulties of his task, and they are difficulties which he does not always succeed in overcoming.

The anthology contains a wide and, on the whole, successful selection from the vast material available, although it is a pity that the author could be found for Zhukovskiy (Anton Kravinsky), Korney Chukovsky, or D. S. Merezhkovsky. The Formalists and Near-Formalists being especially dear to the author's heart are especially well represented.

The one regrettable inclusion is G. V. Adamovich's article on Nabokov. The critic clearly disliked Nabokov's, while talent and it would appear that comprehension of Nabokov's art was beyond him.

The introduction is hardly a survey of the development of thought, merely a listing of scattered snippets and milestones from which figures such as Vyazemsky, Apollon Grigoryev, and N. K. Mikhailovsky, are conspicuously absent. The author distinguishes two trends in literary criticism: social criticism, and those schools of critical writing which the author prefers. The first of the latter are the Symbolists about whom the author makes some interesting remarks but hardly provides a complete picture. Erlich considers that Russian Symbolism was created by "the full impact of European thought and creativity" and fails to recognize the existence of some Russian roots as well. Vladimir Solov'yev's name is missing, and no mention is made in the introduction of the religious sources of Symbolism which stimulated the creativity and imagination of Russian Symbolists. (A fascinating Cambridge PhD thesis, which is overdue in book form was written on this subject by A. D. Pymantsov.) On the subject of the Formalists and Near-Formalists, Erlich is as always most authoritative. This is the book which most interests the reader who is obviously captivated by literary theorizing. The picture of the early

Soviet Marxists is far from complete. Since Erlich is primarily concerned with schools and trends, Eugene Zamiatin does not find a place in either category and therefore is passed over summarily although he could surely be termed one of the leaders of the young post-revolutionary Russian writers. The Acemists have unfathomably fallen out of the introduction. Gumilev is not even named. Yuri Alkhovvald and Peter Pilsky have suffered for the same reason as Zamiatin.

Regrettably the most incomplete treatment is that reserved for emigré criticism, understandably since its ramifications are vast. No mention is made of Pittsburgh University's volume on Russian emigré literature published in 1972. Nor is there any mention of such leading exponents of the critic's art as Z. Gippius, Marc Slonim, D. S. Svyatopolk-Mirsky, Roman Gnil, A. V. Bacharac, Yuri Terapiano, or V. V. Zenkovsky, Nikolay Osoyev, and no mention is made of an Acemist poet and as the leader of the Chisla group in Paris in the 1930s. Nor does Erlich seem to be very familiar with the wide range of A. L. Bem's literary articles or of the role he played as a literary critic. Many of these omissions could, however, be repaired in a second edition in which perhaps the publishers will allow a little more space to Erlich for his own views.

Nikolay Andreyev

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